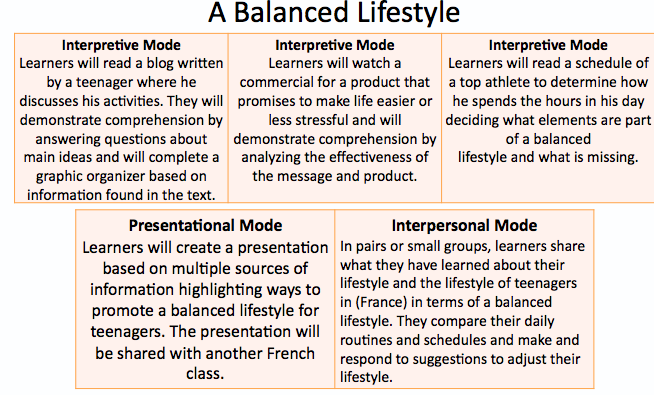
**Assessment to Inform Instruction**

Paul Sandrock (ACTFL Director of Education)

psandrock@actfl.org / [www.actfl.org](http://www.actfl.org)

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| images.jpeg | To begin with the end in mind means to start with a clear understanding of your destination. It means to know where  you are going so that you better understand where you are now so that the steps you take are always in the right direction.  ~Steven Covey | | |
| **Today’s Learning Goals**  I can …   * + describe the differences between assessments of proficiency and of performance   + use this understanding of assessment to frame learning targets and guide classroom instruction and assessment   + match appropriate assessments with the intended purpose | | | |
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| **Key Considerations** | | | **Getting to the Next Level** |
| **At any level:**   * Perfection is NOT the goal * Need to feel successful within partial control, and push learners (level check – then probe), to get to full control | | | **Focus on:**   * Elaboration (more specific and descriptive) * Narration (connection of ideas, sentences) * Using language to accomplish the function * Using language more spontaneously, more independently |
| **Performance** | | **Proficiency** | |
| * Based on Instruction * Practiced * Familiar Content and Context | | * Independent of specific instruction or curriculum * Unpredictable * Broad Content and Context | |
| The language a learner produces on a collective set of performances generally correlates to a proficiency level; ratings that a language learner receives on a variety of performance assessments provides evidence of how the learner may be rated on an assessment of proficiency | | | |
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| **Backward Design**  (Wiggins & McTighe) | **Text Type**  **Quantity and Organization of Language Expands** | | |
|  | Screen Shot 2014-03-19 at 1.44.13 PM.png | | |
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Additional Units and Summative Performance Assessments available (www.actfl.org/publications/all):

Clementi D. & L. Terrill (2013) *The* *Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design*